

Addressing the "Fall Crash": The Other Side of a Summer Bridge Program

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Georgia Southern University
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Session Overview

- Introduction
 - Georgia Southern
 - Eagle Incentive Program (EIP)
- Program outcomes
- The "Fall Crash" and how we address it (past, present and future)
- Implications for Practice
- Discussion



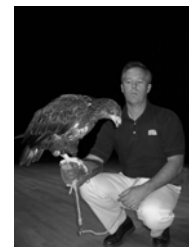
Georgia Southern University



- 19,000 students
 - ~3,500 first-year students
 - Residential, largely traditional
- Growth (+1,300 in Fall 2009)
- Doctoral Research University
- Rising Admission Standards
 - Average SAT, Fall 1999: 987
 - Average SAT, Fall 2009: 1106
- 690-acre campus in Statesboro, Georgia
- 81% fall-to-fall retention rate

Eagle Incentive Program

- Begun in 2004
- Alternate path of entry for students to earn admission who miss new SAT requirement
- Rationale
 - Seen as a bulwark against enrollment decline
 - The right thing to do for region and students, including racial composition of student body



Eagle Incentive Program, cont.



- Seven (now eight) credit hours in Summer term B (4½ weeks)
 - First-Year Seminar
 - English Composition I
 - 3-hour course appropriate to major
- Small classes, student-centered professors
- Block enrolled cohorts
- Programming, common residence hall experience
- Can continue in Fall if earn 2.0 and higher (and pass all classes)

Program Success

Year	Summer	Retained-to-Fall	Retained-to-Fall Percentage
2004	155	147	94.8%
2005	292	264	90.4%
2006	391	382	97.7%
2007	435	400	92.0%
2008	484	435	89.9%
2009	493	455	92.3%
Total	2250	2083	92.6%



One-Year (Fall-to-Fall) Retention



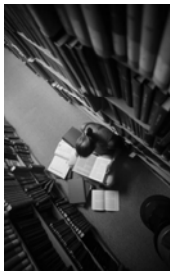
Entry Year	EIP (of those who enrolled in Fall)	Fall Admit
2004	78.9%	76.6%
2005	76.5%	76.5%
2006	81.7%	78.9%
2007	77.5%	80.7%
2008	84.1%	81.3%

But . . . The “Fall Crash”

Year	EIP Fall GPA	“Regular” Fall-Admit Fall GPA
2004	2.16	2.46
2005	1.73	2.48
2006	2.02	2.48
2007	1.91	2.59
2008	2.05	2.73
2009	2.08	2.70



Secrets to Success in Summer



- Program
 - Faculty
 - Structure (cohorts)
 - Programming
- Motivation
 - Perform or don't return

Why the “Fall Crash?”

- Natural support gone
 - Students aren't taking low-enrollment courses (first-year seminar and English composition)
- Pressure's off
- Over-confidence
- More distractions, more students



Addressing the Fall Crash, 2008



- Addressing the “Fall Crash” in final orientation class
- Invitations to participate in campus mentoring program
- Extended cohorts to Fall course (carved 33 seats out of several larger courses)

Addressing the Fall Crash, 2009

- Hired Academic Intervention Coordinator
 - Taught part of first-year seminar to all students in Summer
- More explicit about Fall Crash in summer orientation, including to parents
- Piloted MAP-Works interventions
- Continued mentoring program
- Piloted different advising model for undeclared students



Results from Fall 2009

- Overall GPA up only very slightly
 - Much better results for undeclared students advised earlier
- Withdrawals down significantly for EIP students
 - Fall 2008: 10.6 % Ws
 - Fall 2009: 5.8% Ws



Addressing the Fall Crash, 2010 and Beyond

- Tighten communication
- Continue AIC-led first-year seminar content
- Dedicated Fall cohort courses
- Investigating MAP-Works, dedicated EIP mentor program
- Applying early-advisement model to other colleges (?)
- Using success to argue for additional resources



Implications for Practice

- Track in the Fall
- Be direct with students and parents
- Advise earlier
- Centralized contact



Discussion

- Do you see the "Fall Crash" on your Campus? Are you looking for it?
- What programs are in place to intervene when summer bridge students struggle in the Fall?



First-Year Experience
Georgia Southern University
<http://academics.georgiasouthern.edu/fye>
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Fall 2009 Term and Cumulative GPAs by College, Sex and Race, for EIP Students who Entered in Summer 2009

			Business Administration	Education	Information Technology	Health and Human Sciences	Liberal Arts and Social Sciences	Science and Technology	Provost (mainly Undeclared)	Total
Women	Black	Term GPA	1.92	2.64		2.04	1.91	1.95	2.66	2.04
		Cum. GPA	2.32	2.98		2.42	2.38	2.43	2.81	2.46
		Number	13	7		26	30	16	5	97
	White	Term GPA	2.06	2.48	0.64	2.32	1.73	1.78	2.45	2.16
		Cum. GPA	2.51	2.91	1.23	2.72	2.45	2.51	2.91	2.68
		Number	9	22	1	33	33	8	25	131
	All women	Term GPA	2.05	2.53	0.64	2.24	1.85	1.90	2.49	2.14
		Cum. GPA	2.45	2.93	1.23	2.62	2.45	2.45	2.90	2.61
		Number	23	31	1	68	69	26	34	252
Men	Black	Term GPA	1.66	0.96	1.90	1.95	1.50	1.96	1.63	1.73
		Cum. GPA	2.29	1.61	2.26	2.34	2.10	2.41	2.32	2.27
		Number	15	2	6	6	15	20	9	73
	White	Term GPA	1.95	2.44	1.86	2.37	1.84	2.21	2.50	2.16
		Cum. GPA	2.37	2.65	3.09	2.76	2.30	2.59	2.81	2.59
		Number	23	3	5	18	21	14	25	109
	All men	Term GPA	1.87	1.85	1.88	2.18	1.69	2.07	2.20	1.98
		Cum. GPA	2.35	2.23	2.64	2.60	2.21	2.49	2.62	2.45
		Number	46	5	11	26	37	41	37	203
All 2009 EIP students enrolled as Georgia Southern students in Fall 2009		Term GPA	1.93	2.43	1.78	2.22	1.79	2.01	2.34	2.07
		Cum. GPA	2.39	2.84	2.52	2.61	2.37	2.47	2.75	2.54
		Number	69	36	12	94	106	67	71	455

Chris Caplinger, First-Year Experience, Georgia Southern University

Data accessed Dec. 21, 2009 from YEN0908 and limited to students coded "EIPSUM09" in SGRCHRT_CHRT_CODE

Excludes East Georgia students taking HLTH and KINS classes at Georgia Southern.